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A twelth grade instructional guide for home living is presented. The purposes are: to develop some understanding of the responsibilities and problems of adult family living, and of the importance of maturity in these relationships; to emphasize family relationships, and the management of family resources; and to provide practice in planning, preparing, and serving meals for occasions important to the young family.

The four major areas include: Considering Family Living in Terms of Personal Values and Goals; Considering the Woman's Role in Homemaking; Planning, Preparing, and Serving Meals for the Special Needs of Young Families; and Managing Family Resources and Interests. Each subject area contains the major concepts involved, resource materials, examples of learning experiences, and anticipated outcomes. The appendix includes listings of texts, library books, phamphlets, and audiovisual materials.

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HOME LIVING

B12-A12

AN INSTRUCTIONAL GUIDE

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U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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LOS ANGELES CITY SCHOOLS

HOME LIVING

B12 - A12

AN INSTRUCTIONAL GUIDE

LOS ANGELES CITY SCHOOLS
Division of Instructional Services
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This publication has been developed in accordance with the *Comprehensive Curriculum Policy* adopted by the Los Angeles City Board of Education.

APPROVED:

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FOREWORD

To provide an up-to-date and balanced curriculum in Homemaking Education, present Senior High School graduation requirements provide for the addition of a course in Home Living in the B12 or A12. This requirement has permitted increased emphasis on effective home management, which national surveys have revealed is a major concern of today's homemakers. Rapid social and technological changes have increased the need for young women to understand the fundamental aspects of homemaking so that they may approach the future with the flexibility which will be required of them.

Home Living (B12-A12) is the culmination of the six-semester major in Homemaking Education. Students have an opportunity to review their earlier studies in depth, in terms of their approaching new responsibilities as adults in family living.

This instructional guide replaces a course outline which was issued in 1962. It incorporates techniques and other suggestions which have been formulated by homemaking teachers as a result of successful experience in the classroom.

EVERETT CHAFFEE
Associate Superintendent
Division of Instructional Services

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Grateful acknowledgment is expressed to Charlotte K. Lebus, Supervisor of Homemaking Education, Division of Secondary Education, for her suggestions and encouragement.

Special recognition is expressed to MARY ELEANOR FERGUSON, Monroe High School, who served as curriculum consultant in preparing the Scope and Sequence for Homemaking Education; and who, as a professional expert, developed the outline upon which this guide is based.

Particular appreciation is conveyed to MARY B. RENNICK, University High School, who served as curriculum consultant while developing Parts I and II. In addition, Mrs. Rennick was chairman of the curriculum committee which guided preparation of the guide and assured that its contents were coordinated with that of the courses in Home Planning and Management and Senior Homemaking.

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THE CONTRIBUTIONS OF HOMEMAKING EDUCATION TO THE SEVEN MAJOR GOALS OF THE CURRICULUM

In encouraging each student to learn to the best of her ability, the teacher defines goals, provides challenging learning experiences, employs effective teaching methods, and guides student to use the best teaching materials available to contribute to the educational purposes stated in the *Point of View*.* In contributing to these purposes, teachers of homemaking classes should work toward the development of student behavior which is described as follows:

Intellectual Development (p. 7) The student

- Acquires a framework of knowledge in home economics which she uses to solve problems and guide practices related to the home and family. (Item 1)

- Knows that a problem has more than one solution; distinguishes among facts, opinions, and sales propaganda; uses reasoning and knowledge in making decisions in her personal and family living; selects from the mass media of communication that which strengthens home and family living. (Item 4)

- Reads, writes, listens, and speaks with sufficient discrimination, understanding, and proficiency to operate the household and care for family members; writes and speaks with the accuracy required to care for the family's needs; knows how to locate the information needed for successful family living. (Item 6)

- Applies learnings in mathematics to the problems of home and family living. (Item 5)

- Understands and uses the basic scientific knowledge which is needed in home and family living. (Item 7)

- Recognizes authoritative information and employs critical thinking in applying it to the needs of the family and its members. (Item 4)

- Recognizes that continual learning is necessary to adopt new ideas and techniques and still retain the lasting values of family tradition. (Items 4 and 8)

Civic Responsibility (p. 9) The student

- Understands the responsibility of the home in teaching democratic ideals, love of country, and respect for freedom, equality, and concern for the common good. (Item 1)

**Point of View* (1961 Revision. Los Angeles City Schools: Publication No. 470).

- Demonstrates respect for law by following school rules and understands that it is important for children to respect authority and the law. (Item 2)

- Keeps informed about current affairs which affect the family; participates in and encourages community projects which strengthen family living and a wholesome environment for individual members of the family. (Item 4)

- Acquires sufficient moral understanding and economic, political, social, and scientific literacy to protect the status of the family. (Items 5 and 6)

- Recognizes that change is inevitable and understands the implications for family living. (Item 8)

- Realizes that family customs vary and values the freedom to preserve the traditions of one's culture. (Item 9)

Economic Competency (p. 11) The student

- Strives to increase knowledge, skills, and understandings which contribute to success as a family member and homemaker. (Item 1)

- Respects the dignity and usefulness of all occupations. (Item 6)

- Feels pride of workmanship and appreciates the value this may have for the performer, his family, and his community. (Item 2)

- Accepts responsibility for economical use of the resources of the family, community, and nation. (Item 11)

- Uses techniques which will be needed when the pupil assumes responsibility for managing family business procedures efficiently. (Item 3)

- Evidences ability to live within the family income. (Item 4)

- Becomes an informed, skillful buyer with financial, practical, and aesthetic standards for making purchases. (Item 5)

- Understands the way in which the American economic system raises the standards of goods and services available to families. (Item 7)

Creativity (p. 13) The student

Appreciates, understands, and profits from the family heritage, but is not prevented from seeing ways of making adaptions which are of value in today's society (Item 1)

- Welcomes new ideas and evaluates them for usefulness in problems of home living. (Item 3)

- Demonstrates ability in selecting the important elements in family problems and learns to minimize those which are unimportant. (Item 10)

- Responds to the efforts of other family members and encourages them to find new and better ways of meeting family needs with the facilities available. (Item 12)

- Finds ways of creating beauty in the home with whatever materials may be available. (Item 8)

- Makes creative use of leisure time. (Item 13)

Values (p. 15) The student

- Shows concern for the dignity and worth of each family member. (Item 1)

- Develops such values in family living as cooperation, love and consideration, self-reliance, responsibility, respect for rights and property of others, aesthetic appreciation, morality, and respect for authority. (Item 2)

- Clarifies her philosophy of home and family living and understands that goals and values change with time and maturity. (Item 3)

- Understands that development of moral and spiritual strength is a necessary part of family living. (Item 4)

- Respects the religious beliefs of others and plans with these in mind when preparing food and extending hospitality. (Item 5)

- Values ethical conduct and is aware of its importance for the family and its individual members. (Item 6)

- Understands that family living is not free from problems; seeks the best qualities in each individual and recognizes that people are not perfect. (Item 7)

- Values beauty in home and family living based on the best in the cultural environment. (Item 8)

- Demonstrates discrimination in the use of commercial entertainment. (Item 10)

- Takes pride in the appearance of her home, the homemaking classroom, and the community in which she lives. (Item 11)

Human Relations (p. 17) The student

- Has fine relationships with the members of her family; accepts duties and

responsibilities of family life, as well as the privileges and rights; understands the value of the family as a basic unit of society. (Item 2)

- Plans and participates in leisure activities which the entire family may enjoy. (Item 3)

- Develops wholesome, friendly attitudes toward members of the opposite sex; learns to deal wisely with the problems of courtship, marr age, and parenthood. (Item 4)

- Learns the skills contributing to successful family living. (Item 5)

- Has deep concern for maintaining a community which is a wholesome background for family living and takes some responsibility in constructive group efforts. (Item 6)

- Respects her family's concern for high moral standards and resists peer group pressures which are detrimental to character building and family living. (Item 7)

- Reacts in a wholesome manner to success or failure. (Item 9)

- Participates successfully in the role of leader or follower. (Item 10)

Health (p. 19) The student

- Understands the requirements for physical and mental health and the means of protecting and promoting these in family living. (Item 1)

- Lives and works under the best health conditions that she can create. (Item 2)

- Understands the principles of nutrition and applies them in selection of food and in planning meals for the family. (Item 1)

- Observes safety practices at home, in school, in the community, and at work; plans housing which protects the safety of family members. (Item 3)

- Considers the need for a balanced program of physical activity when planning work or recreation in home and family living. (Item 5)

- Understands ways in which families and individual members may deal constructively with feelings of anger, resentment, prejudices, and fears. (Item 6)

- Understands some techniques for adjusting to change, emergencies, and unexpected conditions in family living. (Item 8)

- Understands that the family is the social unit in which individual differences are recognized, respected, and developed; that ability to learn from failure is a sign of maturity. (Item 5)

SUBJECT DESCRIPTION

HOME LIVING (B12 OR A12)

Required of all homemaking majors except those enrolled in the College Preparatory Homemaking Major, for whom Subject 641 is provided. Elective for others. Develops some understanding of the responsibilities and problems of adult family living and of the importance of maturity in these relationships. Emphasizes family relationships and management of money and other family resources. Provides practice in planning, preparing, and serving meals for occasions important to the young family.

ORGANIZATION, APPROACH, AND FORMAT

This instructional guide has been developed in a sequence which may be preferred by most teachers. Although at first glance there may appear to be repetition, the plan is first to present an overview, noting student interests and understandings, and then to develop topics in depth in accordance with student interests and needs.

In Part I., the family is defined and thinking stimulated regarding the value of the family unit to the individual, community, and society. Awareness of present trends must be acknowledged by the teacher to help students understand the discrepancies between practice and ideals and select sound guidelines for their personal lives.

In Part II., it is hoped that students will realize that success in family living is largely a matter of their own attitudes and efforts. The content of Part I. should now be studied in depth, as needed.

Parts III. and IV. are units in which depth and skill should be developed from the point of view of young adults.

The guide is organized in one or two-page sections. Each contains a statement of concept and descriptions of supporting knowledge, resource materials, learning experiences, and anticipated outcomes. The examples of learning experiences suggest ways in which students will gain the supporting knowledge and develop their understanding of the concept.

Suggested materials which have been listed are for student use, unless otherwise stated. In each section, the number in parentheses which follows the title of the material indicates the statement to which it relates. The lists of resources in the Supplement include Authorized Textbooks, Library Books, Pamphlets, Periodicals, Films, and Other Audio-Visual Materials. The number and letter notation refer to the related part and section of the guide.

PART I. CONSIDERING FAMILY LIVING IN TERMS OF VALUES AND GOALS–

A study of the problems of family living, emphasizing understanding of the role of families in a changing society, the importance of goals and values in family living, and the responsibilities of marriage and parenthood and recognition of areas of possible conflict. Major concepts include:

A. The stabilizing force and social importance of the family have contributed to its survival as a basic social unit.

B. Maturity and positive attitudes are important factors in attaining the relationships required for successful marriage and adult family living.

C. Parenthood brings enrichment and responsibilities.

PART I. CONSIDERING FAMILY LIVING IN TERMS OF PERSONAL VALUES AND GOALS

A. *THE STABILIZING FORCE AND SOCIAL IMPORTANCE OF THE FAMILY HAVE CONTRIBUTED TO ITS SURVIVAL AS A BASIC SOCIAL UNIT.*

Content and Materials

1. The family group in our culture is traditionally expected to share responsibility for protection and development of its members.
2. Transmission of the family heritage enables each generation to build on the experience of the past.
3. The family traditionally provides for the physical, emotional, and psychological needs of its individual members.
4. Complexities of today's society and intermingling of all cultures increase the necessity of education for marriage and family living.

Books:

Duvall: *Family Living*, 1961 Ed., pp. 362-365 (Teacher reference)

Smart and Smart: *Living in Families*, pp. 9-24; 33-54; 401-407

Rhodes and Sample: *Your Life in the Family*, pp. 1-24

Periodicals:

Teen-Times, Feb./Mar., 1964

Examples of Learning Experiences

Conduct round-table discussions on topics such as the following:

- Influences of personal values and goals on family living
- The family as a stabilizing influence
- "Blood is thicker than water"
- The importance of home environment in the development of an individual

Ask each student to begin preparing her answers to these questions:

- What needs of individual members are met only by the family?
- What kind of preparation is needed for marriage amd family living?
- Why is preparation for marriage and family living increasingly important?

Anticipated Outcomes

Increased understanding of the importance of family living

Understanding of the relationship of personal values and goals to family living

B. MATURITY AND POSITIVE ATTITUDES ARE IMPORTANT FACTORS IN ATTAINING THE RELATIONSHIPS REQUIRED FOR SUCCESSFUL MARRIAGE AND ADULT FAMILY LIVING.

Content and Materials

1. A mature person recognizes his potentialities and his limitations and is aware of his influence upon others.
2. Compatibility of values and interests facilitates adjustments required in family living.
3. The ability to make decisions which reflect personal values and carry out plans which accomplish goals requires self-control.
4. A positive attitude toward a goal, problem, or immediate plan provides incentive to succeed.
5. The ability to recognize and solve problems in family living is an asset in marriage.
6. The interpersonal relationships in family living require continued adjustment.
7. Wholesome family relationships require an appreciation of companionship and respect for individuality.
8. Unforeseen conditions in marriage may require re-establishment of goals.
9. Participation in the determination of community objectives and policies and choice of leaders is a means of providing a desirable setting for family living.

Books:

Durall: *Family Living*, 1961, pp. 207-210; 212-214 (Teacher reference) (7)

Rhodes and Sample: *Your Life in the Family* , pp. 27-55 (1-9)

Smart and Smart: *Living in Families*, pp. 170-189; 252-267; 363-385 (1-9)

Films:

"When should I Marry?", Fsd 173.1-12

"Early Marriage," Fsd 173. 1-13

Examples of Learning Experiences

View and discuss the films "When Should I Marry?" and "Early Marriage."

Ask students to choose a character trait which they would like to cultivate in an effort to improve relationships with others. Study methods of bringing about improvement; select a method to try, and report progress.

Demonstrate methods of making choices based on values and goals at various ages. Ask students to suggest ways in which a family might reach a working agreement.

Discuss the meaning of the statement, "A person brings to a marriage his past, his present, and his goals for the future."

Select a panel to study and discuss the following questions:

- What is the meaning of the term maturity?
- What causes characteristics such as positive or negative attitudes and habits of escape?
- What are signs of emotional maturity? Why is emotional maturity necessary in marriage and family living?
- Why should a couple possess similar values? How does a person know that his values are similar to those of another person?
- Upon what bases do authorities predict successful marriage? Explain the frequency of the reaction that the adivce of experts "does not apply to us."
- What are some of the best definitions of love as it relates to marriage and family living?
- What human needs have caused the development of marriage customs such as engagements and wedding ceremonies?
- How is readiness for marriage recognized?

Follow discussions with a summary of the most important thoughts and questions. Guide students to sources of authoritative information--written materials, films, and interviews. Suggest to students the value of continued consideration of major problems and the importance of reviewing Part I. briefly at the close of the semester.

Anticipated Outcomes

An understanding of the significance of courtship and marriage

Understanding of the effect of present behavior on future relationships in marriage and family living

Ability to recognize and understand indications of growth toward emotional maturity

Awareness of factors contributing to successful marriage

Increased ability to evaluate plans for the future in terms of personal values and goals

C. *PARENTHOOD BRINGS ENRICHMENT AND RESPONSIBILITIES.*

Content and Materials

1. The pattern of living changes with the addition of children to the family.
2. Expectant parents need reliable information regarding their new responsibilities.
3. Responsibilities to children frequently add new meaning and satisfaction to the lives of the parents.
4. The role of parents is to teach their children to develop to their optimal capacities and to contribute in a constructive way at each level and as adult citizens.
5. The environment provided for children influences their progress toward their potential.
6. Parents may be able to help their children experience greater advantages for personal development than were available in the past.
7. Parents have legal responsibility for their children and their behavior until they are of legal age.

Books:

Ilg and Ames: *The Gesell Institute's Child Behavior* pp. 354-355 (4)

Rhodes and Sample: *Your Life in the Family,* pp. 46-48 (1); 99-100 (5); 110-115 (4,5)

Films:

"Four Families," Fsd 301.42-4

"Roots of Happiness," Fsd 301.42-1

"Sibling Rivalries and Parents," Fsd 136.7-39

Other References:

*Aids to the Teacher**

"Developmental Tasks"

"Types of Families"

Examples of Learning Experiences

Ask students to suggest types of adjustments which must be anticipated with the addition of a child to the family.

Discuss the influence of parental behavior on child behavior and understandings.

**Aids to the Teacher* will be issued at a later date.

Ask students to study developmental tasks of individuals and suggest aids for their accomplishment. Discuss harmful effects of expecting too much of children and of over-protecting them.

Conduct panel discussions on the following:

- Love is needed by children and adults of all ages.
- Parents learn and develop through experiences with their children.
- Development of independence and responsibility are parental aims in guiding children.
- The legal responsibility of parents for minor children has implications for child guidance.
- Lavishing gifts and attention on a child may not be a kindness.
- A child's interest in community and world affairs is stimulated by family group discussions.
- A child today may have too much of the things his parents lacked. Does each generation have its excesses and lacks?

View and discuss the film "Four Families."

Anticipated Outcomes

An understanding that adjustments are required when a husband and wife become parents

Some understanding of parental goals in child guidance

Some understanding of the guidance required to help a child assume his proper place in the family and, later, in society

Awareness of some of the ways in which children add greater meaning to the lives of their parents

PART II.

CONSIDERING WOMAN'S ROLE IN HOMEMAKING—An exploration of woman's role in modern living and review of skills and understandings which contribute to successful home living. Major concepts include:

A. Education for homemaking develops the understandings and abilities which contribute to the success of the homemaker.

B. The home can provide the atmosphere to encourage optimal personal development of family members.

C. A function of the family is to preserve the best in its cultural heritage and to orient the family culture with that of the community.

D. Respect for and consideration of individual members of the family are essential in the development of satisfying family relationships.

E. Successful homemaking requires recognition of the resources of the family and ability to redirect their use as required by the family's socio-economic environment.

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A. *EDUCATION FOR HOMEMAKING DEVELOPS THE UNDERSTANDINGS AND ABILITIES WHICH CONTRIBUTE TO THE SUCCESS OF THE HOMEMAKER.*

Content and Materials

1. Role changes in family living require understanding of individual capabilities and identification of the factors which are essential for successful family living.

2. The roles of husband and wife are less sharply defined than in the past.

3. In modern living, family members are called upon to reorient themselves to changes involving their functions in the family, society, wage earning, and/or school.

4. A dual role of homemaker and wage earner is assumed with more poise when homemaking skills and abilities have been well developed.

5. An understanding of the adjustments and maturing processes facing the young homemaker can provide guidance and incentive to succeed in these tasks.

6. Engaging the cooperation of the family in controlling causes of tensions in family living is an important function of the homemaker.

Books:

Duvall: *Family Development*, pp. 125-126 (4) (Teacher reference)

Goodyear and Klohr: *Managing for Effective Living*, pp. 205-221 (1, 2, 3, 5) (Authorized textbook for Senior Homemaking)

Smart and Smart: *Living in Families*, pp. 243-246 (2, 3); 308-311 (3)

Starr: *Management for Better Living*, pp. 46-59 (1-3)

Films:

"A Kitchen Is a Feminine Thing," Fsd 643-3

Pamphlets:

U. S. Dept. of Health, Education, and Welfare: *Management Problems of Homemakers Employed Outside the Home*, pp. 123-128 (Teacher reference)

Other references:

*Aids to the Teacher**

"Family Practices"

"Mutual Needs of Parents and Young People"

"Roles in the Family"

**Aids to the Teacher* will be issued at a later date.

Examples of Learning Experiences

Invite a young homemaker to speak to the class regarding her role as homemaker and the preparation required.

Set up panels to discuss topics such as the following:

- If a wife is employed, a husband's ego is damaged.
- Mother-homemaker is a sufficient role for a woman.
- Today's world requires a change in woman's role.
- A knowledge of homemaking is required to delegate homemaking responsibilities wisely.
- A homemaker should provide time for her own personal development and enrichment.
- Tensions in modern life have resulted in new emphasis on mental health.
- Interests in home, school, community, and wage earning make daily demands on a woman's time.

Using a novel or a family television program familiar to most class members, discuss a married couple's progress toward accomplishment of their adjustments and maturation.

Role changes are a recognized problem of today's families. Discuss the woman's role in relation to the following:

- Pressures influencing the determination of the woman's role in the family
- Responsibility for final decisions concerning woman's role
- Resolving conflicts regarding role
- Advisability of multiple roles and delegation of homemaking responsibilities
- Types of family groups which may be significant in a woman's lifetime

Anticipated Outcomes

Some understanding of the wide range of responsibilities accepted by the homemaker today

Increased interest in some of the abilities required of the homemaker and recognition of the need to delegate others to competent help

B. THE HOME CAN PROVIDE THE ATMOSPHERE TO ENCOURAGE OPTIMAL PERSONAL DEVELOPMENT OF FAMILY MEMBERS.

Content and Materials

1. Parents should provide the guidance needed for optimal development of children within the family.
2. An understanding of the requirements for continued development and maturation provides guidelines for relationships between husband and wife and for child rearing.
3. A favorable environment permits an individual to develop his most positive assets.
4. Personal development thrives when the individual recognizes the significance of his place in the family.
5. Individual differences in interests and capabilities should be recognized and considered in home planning.

Books:

Duvall: *Family Development,* pp. 108-109; (2); 125-126 (5); 298-307 (2) (Developmental Tasks) (Teacher reference)

Ilg and Ames: *The Gesell Institute's Child Behavior,* p. 76 (3)

Langford: *Guidance of Young Children* (Teacher reference)

Woetjen, Editor: *Human Variability in Learning* (5)

Films:

"Development of Individual Differences," Fsd 150-5,

Examples of Learning Experiences

Discuss topics such as the following:

- The most rapid development is the best development.
- Heredity has more influence on a child's development than environment.
- Responsibilities should be developed equally among family members.
- Individual abilities may or may not develop, depending upon the home atmosphere.

View and discuss the film "Development of Individual Differences."

Ask class members to describe briefly the situations in which they perform best. Compare descriptions to gain some understanding of the fact that individuals have different needs. Locate authoritative statements regarding variability in learning. Discuss woman's role in establishing the desired home atmosphere. (See Aids to the Teacher.)

Dramatize, for emphasis, family settings which encourage maximum development of individual capabilities. Include the types of family groups which will have most meaning for class members. (Examples: no father, grandparents, etc.)

Anticipated Outcomes

Understanding of the requirements for maximum personal development of family members

C. *A FUNCTION OF THE FAMILY IS TO PRESERVE THE BEST IN ITS CULTURAL HERITAGE AND TO ORIENT THE FAMILY CULTURE WITH THAT OF THE COMMUNITY.*

Content and Materials

1. Children understand the culture of their parents through observation, experience, and discussion.
2. Family rituals add a dimension of depth to family living.
3. The home atmosphere influences aesthetic and intellectual capacities of its members.
4. Guidance may be needed in orienting the family culture with that of the community.
5. Adjustments are required in a changing culture.
6. Culturally, man is a product of the achievements of all previous civilizations.

Books:

Duvall: *Family Living*, p. 345 (1) (Teacher reference)

Landis: *Social Living*, p. 66 (2); p. 44 (3) (Contemporary American Problems textbook)

Examples of Learning Experiences

Review the meaning of cultural heritage.

Ask students to search for definitions and to discuss, in terms of family living, the meanings of such words as culture, heritage, aesthetic, beauty, intellectual, ritual, and spiritual.

Through use of a poem, film, or demonstration, conduct a class analysis of the cultural values in a family ritual or custom. Develop a list of aesthetic and intellectual values of family living. Conduct demonstrations of high standards of aesthetic and intellectual experiences in family living. Examples: (a) a family supper following a concert; (b) observance of the birthday of a family member; and (c) hearing about father's stamp collection.

Discuss the contribution of home atmosphere and surroundings to aesthetic and intellectual satisfactions.

Exhibit and discuss hobbies which contribute to aesthetic and intellectual enrichment of family living.

Anticipated Outcomes

Appreciation of the cultural contributions of the family to their children's environment

D. RESPECT FOR AND CONSIDERATION OF INDIVIDUAL MEMBERS OF THE FAMILY ARE ESSENTIAL IN THE DEVELOPMENT OF SATISFYING FAMILY RELATIONS.

Content and Materials

1. A family decision may affect family members in different ways.
2. Assuming responsibility for one's actions contributes to good relationships.
3. Similarity of points of view imparts a sense of approval; variations in thinking add interest and deserve respect.
4. Considerateness requires a sense of what others may feel and an effort to understand them.
5. Recognition of individual needs and privileges discourages development of unwholesome emotional tensions.
6. Adjustments to new situations are easier for all concerned when the reasons for the changes are understood.
7. Stability in interpersonal relationships is an achievement resulting from continued effort.

Books:

Duvall: *Family Living,* pp. 258-263 (1, 6) (Teacher reference)

Smart and Smart: *Living in Families,* pp. 98 (4, 5); 161-164 (1, 2)

Other references:

*Aids to the Teacher**

"Types of Families"

Examples of Learning Experiences

Select a panel to discuss the following questions:

- What are tension-producing situations in family living? How can they be controlled adequately? How much can the woman in the family accomplish? What is the most effective means of exercising needed influence?
- Why is it expected that family members may have different points of view? What can be done to understand and accept this fact?

**Aids to the Teacher* will be issued at a later date.

Select a panel to discuss the following questions:

- Does maintenance of smooth human relationships always require effort on the part of persons involved?
- How can another person be helped to "see things your way?"
- Who is responsible for the atmosphere within the home?
- What are the limitations of one person's influence?

Read the "Requirements for Good Home Life," and discuss similarity of needs of all family members. (See Supplement p. 40.)

Anticipated Outcomes

Some understanding of the importance of wholesome interpersonal relationships in family living

Some awareness of the requirements for attaining wholesome interpersonal relationships in family living

E. SUCCESSFUL HOMEMAKING REQUIRES RECOGNITION OF THE RESOURCES OF THE FAMILY AND ABILITY TO REDIRECT THEIR USE AS REQUIRED BY THE FAMILY'S SOCIO-ECONOMIC ENVIRONMENT.

Content and Materials

1. The resources of the family include both human and non-human factors.
2. Marriage has legal aspects which do not apply to the single person.
3. Decision-making in terms of changing values and goals is a type of flexibility required in homemaking.
4. Wise and thrifty use of resources is a means of adding to family assets.
5. Creative use of available materials and other resources is an asset to the family in times of plenty and in times of need.
6. The decision to use management principles depends on the family's values and goals, which may be changed or refined as the family situation changes.

Books:

Goodyear and Klohr: *Managing for Effective Living,* pp. 3; (1); 324-325 (3-6)

Nickell and Dorsey: *Management in Family Living,* pp. 17-54 (3-6) (Teacher reference)

Filmstrips:

"Your World and Money," HE-7 (6)

Examples of Learning Experiences (A summary and overview unit)

Summarize the human and non-human resources which families may be able to utilize.

Invite an authority to speak to the class on legal aspects of marriage.

Demonstrate or illustrate creative uses of resources which contribute to the needs ond joys of the family

Show "Your World and Money." Answer student questions, and decide which phases of the topic need review and study in depth during Part IV.

Anticipated Outcomes

Understanding that there is a limit to a family's resources at any one time and that the use of these resources is influenced by present demands and future needs

Some ability to use human and non-human resources efficiently in the accomplishment of goals

Some understanding of the costs and uses of credit and borrowed money

Awareness of some of the legal aspects of family living and of some of the sources of reliable information

PART III.

PLANNING, PREPARING, AND SERVING MEALS FOR THE SPECIAL NEEDS OF YOUNG FAMILIES–A study of social aspects of family living and related management problems. Experience in planning and conducting selected projects, including food preparation and service.

A. Social customs related to entertaining of friends have been developed in all societies.

B. Through organization and thoughtful use of resources, meal preparation and service for family and friends assume their appropriate places in family living.

C. Some occasions in family living involve the entertaining of large groups.

D. Demands on the homemaker's time have resulted in the development of commercial services and materials which replace work formerly done by the homemaker.

E. Planning well in advance can prevent disorganization and undue stress in time of emergency.

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A. *SOCIAL CUSTOMS RELATED TO ENTERTAINING OF FRIENDS HAVE BEEN DEVELOPED IN ALL SOCIETIES.*

Content and Materials

1. Social customs vary with philosophies, housing, roles of family members, relationships of the immediate family to the larger family, the community, customs, and opportunities.
2. New social customs develop as cultures mingle and the scope of available entertainment increases.
3. Social activities may have constructive or destructive influences on family living.
4. Social activities engaged in by families are influenced by their values and goals. (Business, social, aesthetic expression, joy, recognition, etc.)
5. Practices have been developed for cementing good family relations and providing opportunities for personal development of individual members.

Trips:

It's Worth a Visit, Catalog of School Journeys for Secondary Schools, p. 36 (See Supplement, p. 36).

Examples of Learning Experiences

Invite class members who can make special contributions to illustrate and discuss implications of some family social customs and skills.

Ask class members to contrast a social practice of great value with a practice of little value.

Collect information concerning opportunities to observe valued social customs which are part of the family heritage of various cultures in our community. Contact organizations such as the International Institute, which is mentioned on page 36 of *It's Worth a Visit*.

Anticipated Outcomes

Realization of the importance of social skills to family living

Understanding of the purposes of family hospitality

Development of social skills and ability to plan, prepare, and serve meals for the special needs of young families

B. THROUGH ORGANIZATION AND THOUGHTFUL USE OF RESOURCES, MEAL PREPARATION AND SERVICE FOR FAMILY AND FRIENDS ASSUME THEIR APPROPRIATE PLACES IN FAMILY LIVING.

Content and Materials

1. Meals serve a social need as well as a nutritional need.
2. Resources for use in meal preparation and service include ideas, knowledge, skills, equipment, food, time, and energy.
3. Meal preparation requires less effort and attention when management principles are applied to menu, plan, tools, equipment and materials, and use of space.
4. New foods, equipment, and customs of food service deserve attention and evaluation for their time-saving and appeal values.

Books:

Fitzsimmons and White: *Management for You*, pp. 85-186 (2-4)

Nickell and Dorsey: *Management in Family Living*, pp. 168-193 (2, 3) (Teacher reference)

Rombauer and Becker: *Joy of Cooking*, p. 919 (1, 4)

Starr: *Management for Better Living*, pp. 261-293 (2, 3)

Magazines:

Better Homes and Gardens
Co-ed
Good Housekeeping
House and Garden

Examples of Learning Experiences

Organize groups to study and report to the class on topics such as:

- Home entertaining required in various types of family situations
- Summary of resources which a homemaker may have for food preparation and service
- Sources of information concerning new products and practices

Discuss the significance of such statements as:

- "Practice makes perfect."
- "The table reflects the habits of the household."

Ask each class member to plan three types of meals for which her family may have need, practicing at least one kind of meal until it can be served with less time and effort. Select the best plans for class demonstration, including a variety suitable for family guests, gourmet meals, and business meetings. Also consider speed and

ease of preparation and adaptability to a limited budget. Review management skills if need is indicated.

On successive days, display examples of students' best plans for meals for the young homemaker.

Anticipated Outcomes

Development of some skill in preparation of the types of meals which are important for individual family needs

C. *SOME OCCASIONS IN FAMILY LIVING INVOLVE THE ENTERTAINING OF LARGE GROUPS.*

Content and Materials

1. Customs for entertaining large groups include types of service which permit guests to come and go at their convenience.
2. Home entertaining can be distinctive and novel.
3. Customs for entertainment of large numbers have been developed for efficiency, beauty, and easy mingling of guests.
4. The place of entertainment of family, and friends may be at home, in rented quarters, or at a hotel or restaurant.

Books:

Fowler and West: *Food for Fifty* (3)

Marsh and Brock, Editors: *Good Housekeeping Party Book* (1-3) (Teacher reference)

Roberts: *The Book of Table Arrangements* (2, 3)

Wilton and Wilton: *The Homemaker's Pictorial Encyclopedia of Modern Cake Decorating* (2)

Examples of Learning Experiences

Discuss types of entertainment for large groups in terms of:

- Family needs
- Customs of various cultures
- Advantages, disadvantages

Ask students to study and describe types of entertaining which would be appropriate for families of class members. Select examples of one or several types for practice and evaluation.

Anticipated Outcomes

Understanding of the purposes of social functions, such as receptions and showers

Some skill in preparing food for large groups and in serving it to them

D. DEMANDS ON THE HOMEMAKER'S TIME HAVE RESULTED IN THE DEVELOPMENT OF COMMERCIAL SERVICES AND MATERIALS WHICH REPLACE WORK FORMERLY DONE BY THE HOMEMAKER.

Content and Materials

1. Businesses in large cities provide for virtually any food needs of families.
2. The cost of meals to the homemaker involves more than the money spent for food.
3. The choice of cooking various foods or buying various food services is based on current pressures, relative importance of resources, and priority of goals.

Books:

Marsh: *Good Housekeeping Cook Book*

Roth: *The Freeze and Please*
Home Freezer

Magazines:

Better Homes and Gardens
Bride's Magazine
House Beautiful

Examples of Learning Experiences

Divide the class into groups for three-minute reports on such topics as:

- Food services listed in the "Yellow Pages"
- Types of services offered, costs, and ways of making arrangements for catering services
- Services available through clubs, churches, wedding chapels, and other groups and agencies

Ask students to plan food service for a specific occasion, justifying their choice among the services available in the community.

Provide opportunity for student demonstrations of one or more of the best plans which use prepared or partially prepared foods.

Anticipated Outcomes

Some appreciation of the importance of flexibility in managing personal or family needs for social responsibilities involving food service

E. PLANNING WELL IN ADVANCE CAN PREVENT DISORGANIZATION AND UNDUE STRESS IN TIME OF EMERGENCY.

Content and Materials

1. A reserve stock of food can be maintained to provide for unexpected needs.

2. Instructions on maintaining food reserves for use in time of disasters are continually revised and made available to communities by Civil Defense and other official agencies.

Pamphlets:

U. S. Dept. of Agriculture
Home and Garden Bulletin
No. 77: *Family Food Stockpile for Survival*

Examples of Learning Experiences

Ask students to collect ideas for food reserves. Discuss advantages of each, and plan food for personal reserve needs. Analyze essentials of a reserve food supply. Report on measures necessary to maintain quality and sanitation of food.

Ask students to read U. S. Government and local health department bulletins for information on mass feeding procedures.

Anticipated Outcomes

Some understanding of the requirements for and efficient methods of maintaining a wholesome reserve of food

PART IV.

MANAGING FAMILY RESOURCES AND INTERESTS--Exploration of some problems of money management in the home. Study of merchandising practices and the use of credit. Practice in budgeting and record keeping. Survey of cultural and recreational opportunities in the community and of ways to increase understanding of their values to the family and its members.

A. Management of personal resources requires continual use of a complex group of abilities.

B. Financial planning is an aid at all income levels in obtaining maximum satisfaction from available human and material resources.

C. Modern methods of production and merchandising have created a need for consumer education and protection.

D. Utilization of family talents and community advantages is a means of supplementing family resources and developing constructive interests.

A. MANAGEMENT OF PERSONEL RESOURCES REQUIRES CONTINUAL USE OF A COMPLEX GROUP OF ABILITIES.

Content and Materials (Build upon or utilize those ideas in Part II. E.)

1. Management of one resource involves use of other resources.
2. Management which yields satisfaction to the family requires a realistic standard based on available resources.
3. The pattern of financial planning needs to be kept flexible to accommodate:
   - Social and economic changes
   - Unexpected demands
   - Social and geographical mobility
   - Changes in values and goals
   - Position in the cycle of family life
4. Actions of one member can disrupt the family financial plan.
5. Success of a financial plan during fluctuating conditions requires recognition of and cooperation with a capable family budget manager.
6. Willingness to cooperate with a plan for managing family resources increases as ways are found to permit individual freedoms within the framework of the financial plan.

Books:

Fitzsimmons and White *Management for You,* pp. 345-354 (1); 368-391 (2)

Nickell and Dorsey: *Management in Family Living,* pp. 72-79 (3-6); 208-237 (2-6) (Teacher reference)

Starr: *Management for Better Living,* pp. 341-362 (3-6)

Wilhelms and Heimerl: *Consumer Economics, Principles and Problems,* pp. 48-59 (2-4)

Filmstrips:

"Your World and Money," HE-7

Pamphlets:

U. S. Dept. of Agriculture, *Helping Families Manage Their Finances,* pp. 5-7; 8-25; 26-29

Magazines:

Teen Times - Nov., 1961.

Examples of Learning Experiences

Conduct a brief discussion of the meaning of "management of resources." Ask students to look up the definitions of such terms as analysis, organization, planning, and coordination, and then restate the meaning of "management of resources."

Use the filmstrip "Your World and Money" to determine students' present understandings and to identify areas in which additional study is needed.

Ask students to summarize their personal resources. Discuss possibilities of alternative use to conserve the resources which are scarce.

Ask students to react to statements such as those listed below and to discuss some means of improving ability to manage family resources.

- As managerial ability develops, interest in its application increases.
- "That is the way the ball bounces."
- Time comes to each individual at the same rate and cannot be saved for tomorrow.
- Budgets cause friction among family members.

Anticipated Outcomes

Awareness of factors which cause difficulties in management of finances

A degree of confidence in personal ability to manage resources

B. FINANCIAL PLANNING IS AN AID AT ALL INCOME LEVELS IN OBTAINING MAXIMUM SATISFACTION FROM AVAILABLE HUMAN AND MATERIAL RESOURCES.

Content and Materials

1. Wants may be unlimited, and resources to meet them limited.
2. The value of money varies with its use.
3. Analysis of wants and needs is a first step in financial planning.
4. The standard of living is influenced by the ways in which a person chooses to use goods and services.
5. Keeping of records provides evidence for study and decision making.
6. The decision-making process involves seeking alternatives, thinking through consequences, and selecting the action most likely to aid in reaching one's goals.
7. Credit cannot take the place of income in personal and family finance, but it does have power to alter the time when income will be spent. Credit buying requires careful planning and record keeping.
8. Understanding the use of credit is essential if its use is to be beneficial rather than deterimental.
9. Selection of an insurance policy involves understanding of family capabilities and financial plans.

Books:

Fitzsimmons and White: *Management for You,* pp. 372-387 (1-4, 8, 9)

Nickell and Dorsey: *Management in Family Living,* pp. 17-34 (6); 35-56 (1); 265-283 (9); 284-211 (7 and 8); 312-331 (5) (Teacher reference)

Starr: *Management for Better Living,* pp. 348-355 (1-5); 367-383 (1, 2)

Pamphlets:

Dept. of Justice, State of Calif: *Know Your Rights When You Buy on Time.*

U. S. Dept. of Agriculture: *Helping Families Manage Their Finances,* pp. 53-60

10. Provisions for family security vary with the particular needs, standards of living, and earning ability of the family members.

11. An estimate of the amount of credit which can be used with safety is based on expected income and necessary expenses to be incurred.

Examples of Learning Experiences

Review the monthly expenditures of several families with the same income, noting the variations in use of money and accomplishment of goals.

Present examples of ways in which those families with limited income and those with ample funds might plan for the use of money. Select the most practical and creative suggestions for use of a minimum budget. Prepare guidelines for money management.

Ask students to select a money management problem of present concern and to prepare a plan for its solution following guidelines developed in class. Test and re-evaluate plans. Explain their soundness.

Illustrate simple plans for record keeping and guide students in selecting a plan for their individual needs.

Define credit buying, and ask students to discuss advantages and disadvantages or uses and abuses.

Divide the class into groups to collect information on different kinds of insurance. Summarize the information, including advantages of various types, plans tailored for individual needs, costs, and shortcomings of some types of policies. Explain the meaning of sample policies and point out sources of reliable assistance in making selections.

Review plans for use of credit which were developed in the Home Planning and Management class. Ask students to revise their plans in terms of new understandings and new goals. Explain loan forms, age requirements, present loan practices, risks to the borrower, and sources of reliable advice. Study tables that show the costs of loans for various periods of time. Point out the cost of borrowing money from various sources and for different purposes.

Anticipated Outcomes

Some understanding of procedures for managing the family's income, including financial planning, use of plans, use of credit, and selecting insurance

C. MODERN METHODS OF PRODUCTION AND MERCHANDISING HAVE CREATED A NEED FOR CONSUMER EDUCATION AND PROTECTION.

Content and Materials

1. Competition between producers provides the consumer with a broad and diversified selection of goods and services.

2. Wants are increased by appeals to physical, psychological, and social needs and interests of individuals.

3. Teenagers, who are becoming direct buyers and who influence their parents' spending, play a role in shaping consumer markets of the future.

4. Competition for consumer interest has resulted in the improvement of products and has increased available information concerning their special qualities and uses.

5. Considerations in choosing among goods and services include:

   - Psychic values—aesthetic and intellectual
   - Values for a specific use or need
   - Comparative money values

6. Consumers are protected by local, state, and federal agencies, both public and private. These include:

   - Schools
   - Extension Service (Home Economics and Agricultural)
   - Research agencies and agricultural experiment stations
   - Groups with a major interest in consumer protection

Books:

Rhodes and Sample: *Your Life in the Family*, pp. 381-424 (Summary and review)

Starr: *Management for Better Living*, pp. 411-417 (5, 6)

Wilhelms and Heimerl: *Consumer Economics*, pp. 141-149 (1, 2); 152 (1); 181-187 (6)

Pamphlets:

Money Management Institute of Household Finance: *Money Management for Young Moderns; Your Budget; Your Shopping Dollar; Money Management, Your Savings and Investment Dollar*

National Education Association, Dept. of Home Economics, DHE Topics 16: *Consumer Education for Family Life* (Teacher reference)

State Consumer Counsel, Helen Nelson, Governor's Office: *Credit Costs Money*

7. Governmental agencies develop and revise codes and regulations for the protection of members of our society. Examples of protective services include:

   - Community–zoning, building codes, health ordinances
   - State–California State Consumer Counsel
   - Federal–Federal Trade Commission Bureau of Standards, Production and Marketing Administration, Food and Drug Administration (Food, Drug, and Cosmetic Act, Wool Labeling, Federal Meat Inspection), Bureau of Human Nutrition and Home Economics, Children's Bureau

Examples of Learning Experiences

Ask students to think of a family necessity which can be supplied completely through the efforts of family members. Discuss advantages of cooperation in production of consumer goods.

Analyze factors that influence the choice of a particular product which most class members are likely to purchase. Conduct a discussion of guidelines for maximum satisfaction from choices.

Ask students to find information concerning the following associations and non-profit agencies, and study their purposes and activities:

- American Standards Assn.
- Better Business Bureau
- Underwriter's Laboratory
- Consumer's Research
- Consumer's Union of the U. S.
- National Consumer-Retailer Council

Collect consumer guidance materials. Investigate each source of information, purposes of the agency, and means by which it is financed. Evaluate the reliability of the information. Include a study of standards, labels, care and use information, and guarantees.

Collect examples of instruments used in extending credit. Study them, clarifying meaning, purposes, and values of each. Analyze influences of easy credit on family spending.

Anticipated Outcomes

Some understanding of modern production and merchandising practices and their implications for today's homemakers

D. UTILIZATION OF FAMILY TALENTS AND COMMUNITY ADVANTAGES IS A MEANS OF SUPPLEMENTING FAMILY RESOURCES AND DEVELOPING INTERESTS.

Content and Materials

1. The needs and interests of families who live in a community are considered in city planning and community organization functions.
2. Participation in community activities may benefit both the individual and the community.
3. Management of activities implies wholesome balance in use of resources.

Books:

Smart and Smart: *Living in Families*, pp. 363-385

Pamphlets:

U. S. Dept. of Health, Education, and Welfare: *Improving Home and Family Living–Among Low-Income Families*

Periodicals:

Local newspapers

Examples of Learning Experiences

Divide the class into groups to report on the following:

- Implications in city planning for family living
- Relationships of community organizations to family interests and needs
- Opportunities of citizens to plan and participate in programs for recreation and personal development
- Sources of information about community activities of interest

Discuss the relative value of community programs for personal development and enrichment.

Set up guidelines for a wholesome balance between home and community activities.

Plan with the class and arrange with the school administration for a community leader to speak regarding community resources.

Anticipated Outcomes

Recognition and appreciation of the value of family talents and community resources

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A SUGGESTED FALL SEMESTER PLAN FOR HOME LIVING (B12-A12)

WEEK 1	2	3	4	5
PART I. CONSIDERING FAMILY LIVING IN TERMS OF PERSONAL VALUES AND GOALS A. Today's family: importance responsibilities	B. Factors contributing to successful relationships in marriage and family living	C. Responsibilities and rewards of parenthood		Evaluation **PART II. CONSIDERING WOMAN'S ROLE IN HOMEMAKING** A. Need for preparation for homemaking
6	7	8	9	10
PART II. A. (Continued)		D. Importance of attaining wholesome interpersonal relationships	E. Woman's role in managing personal resources	**PART III. PLANNING PREPARING, AND SERVING MEALS FOR THE SPECIAL NEEDS OF YOUNG FAMILIES**
B. Home atmosphere for encouragement of optimal personal development	C. Preservation of the family culture		Evaluation	A. Social customs related to entertaining friends

WEEK

11	12	13	14	15
B. Development of skill in preparing and serving of several types of meals which meet special needs of young families Thanksgiving Vacation	C. Family social needs for entertaining of large groups: planning, conducting events	D. Value of purchasing some services in order to accomplish all the responsibilities of homemaking	E. Value of maintaining a reserve of supplies Evaluation	Christmas Vacation
16	17	18	19	20
Christmas Vacation **PART IV. MANAGING FAMILY RESOURCES AND INTERESTS** A. Management of resources	B. Values of intelligent financial planning	C. Values of becoming an informed consumer D. Utilization of family talents and community resources	Course summary, with emphasis on Parts I and II	Final Examinations

REQUIREMENTS FOR GOOD HOME LIFE

A good home for a child may be a one-room apartment, a trailer, or a 12-room house. It is a good home for a child if:

1. He is loved and wanted and knows it.
2. He is helped to grow up, not having too much or too little done for him.
3. He has some time and space of his own.
4. He is a part of the family, has fun with the family, and belongs.
5. His early mistakes and "badness" are understood as a normal part of growing up. He is corrected without being hurt, ashamed, or confused.
6. His growing skills—walking, talking, reading, making things—are enjoyed and respected.
7. He plans with the family and has real ways to help and to feel needed throughout childhood.
8. He has freedom that fits his age and his needs; he has responsibilities that fit his age and abilities.
9. He can say what he feels and talk things out without being afraid or ashamed; he can learn through mistakes as well as his successes; his parents appreciate his successes rather than dwell upon his failures.
10. As he grows older, he knows his parents are doing the best they can; they know the same about him.
11. He feels that his parents care as much about him as they do about his brothers and sisters.
12. The family sticks together, and the members help one another.
13. He is moderately and consistently disciplined from infancy, has limits set for his behavior, and is helped to take increasing responsibility for his own actions.
14. He has something to believe in and work for because his parents have lived their ideals and religious faith.

(Approved by the National Conference on Juvenile Delinquency)

FIELD TRIPS

Educational values which can be derived from first-hand experiences sometimes justify field trips, even when the school schedule is crowded. Careful preparation, guidance, and follow-up are essential. Students should be involved in preparing check lists to direct observation and in evaluating the experience afterward. If possible, the host guides should be aware of the educational purposes of the trip and receive in advance copies of the check lists prepared by the students. A file of suggestions for planning each type of trip should be maintained.

The teacher may also find it useful to prepare a list of trips which can be taken by students and their families when school is not in session. Guides for observation may be related to class learnings.

Authorized field trips are described in *It's Worth a Visit, Catalog of School Journeys for Secondary Schools* (1960 Edition, Publication No. SC-460). Refer to page 36 for the description of a school journey which might be of value in conjunction with Part III. A.

AUTHORIZED AUDIO-VISUAL MATERIALS: FILMS AND FILMSTRIPS

Films and filmstrips listed in this instructional guide are as follows:

		Catalog Page No.
Films		
"A Kitchen Is a Feminine Thing" *Audio-Visual News. Special Edition,* December, 1962 (Part II. A.)	Fsd 643-3	21
"Beginnings of Consciousness" *Audio-Visual News, Special Edition,* December, 1962	Fsd 171. 6-1	10
"Development of Individual Differences" *Catalog of Films for Secondary Grades,* 1962 Edition (Part II. B.)	Fsd 150-5	130
"Early Marriage" *Audio-Visual News, Special Edition,* December, 1962 (Part I. B.)	Fsd 173.1-13	14
"Four Families" *Audio-Visual News, Special Edition,* December, 1962 (Part I. C.)	Fsd 301. 42-4	17
"Roots of Happiness" *Catalog of Films for Secondary Grades,* 1962 Edition (Part I. C.)	Fsd 301. 42-1	288
"Sibling Rivalries and Parents" *Catalog of Films for Secondary Grades,* 1962 Edition (Part I. C.)	Fsd 136. 7-39	302
"When Should I Marry?" *Catalog of Films for Secondary Grades,* 1962 Edition (Part I. B.)	Fsd 173. 1-12	353
Filmstrips		
"Your World and Money" *Audio-Visual News, Secondary Edition,* *Special Edition,* December, 1963 (Part II. E.; Part IV. A.)	HE-7	16

Authorized Textbooks

Fitzsimmons, Cleo, and Nell White. *Management for You.*
New York: J. B. Lippincott, 1958
(Part III. B.; Part IV. A., B.)

Goodyear, Margaret R., and Mildred Chapin Klohr. *Managing for Effective Living.*
New York: John Wiley and Sons, 1954
(Part II. A., E.) (Authorized textbook for Senior Homemaking; teacher reference for Home Living)

Landis, Paul H. *Social Living.* Palo Alto: Ginn, 1961
(Part II. C.) (Contemporary American Problems textbook)

Rhodes, Kathleen, and Merna A. Samples. *Your Life in the Family.*
New York: J. B. Lippincott, 1959
(Part I. A., B., C.; Part IV. C.)

Smart, Mollie Stevens, and Russell Cook Smart. *Living in Families.*
Boston: Houghton Mifflin, 1958
(Part I. A., B.; Part II. A., D.; Part IV. D.)

Starr, Mary Catherine. *Management for Better Living.*
Boston: D. C. Heath, 1963
(Part II. A.; Part III. B.; Part IV. A., B., C.)

Wilhelms, Fred T., and Ramon P. Heimerl. *Consumer Economics, Principles, and Problems.* New York: Gregg, 1959
(Part IV. A., C.)

Reference Books

Duvall, Evelyn Millis. *Family Development.*
New York: J. B. Lippincott, 1957
(Part II. B.) (Teacher reference)

Duvall, Evelyn Millis. *Family Living.*
New York: Macmillan, 1961
(Part I. A., B; Part II. A., B., C., D.) (Teacher reference)

Ilg, Frances L., and Louise Bates Ames. *The Gesell Institute's Child Behavior.*
New York: Dell, 1956
(Part I. C.; Part II. B.)

Fowler, Sina Faye, and Bessie Brooks West. *Food for Fifty.*
New York: John Wiley and Sons, 1958
(Part III. C.)

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